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ABSTRACT

Presented as a handbook for administrators, this pamphlet is intended as an aid in directing and managing a school's multicultural, nonsexist education plans. The support of superintendents and administrators is strategic in successful implementation of such plans. Through their support and leadership, administrators determine whether school board policy and plans are translated into visible, viable programs and curriculum activities in the schools. The pamphlet includes a list of definitions of important terms, the Iowa Code, a list of goals and objectives, and a self evaluation checklist for administrators to review their programs and determine their compliance with the basic concepts of multicultural, nonsexist education. An annotated bibliography of resource materials relating to the issue and a list of resource organizations available to Iowa administrators are also included. (MD)

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# Multicultural Nonsexist Education

## in Iowa Schools

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# Definitions

1. **Multicultural Education:** educational processes that promote understanding and appreciation of the cultural diversity of our pluralistic society. Within the total multicultural educational process, special emphasis shall be placed on the following groups: Asian American, Black American, Hispanic American, American Indians and the handicapped. The educational program shall be characterized by practices that provide equal opportunity for all participants regardless of race, color, age, national origin, religion or handicap.
2. **Nonsexist Education:** educational processes that foster knowledge, respect and appreciation for the historical and contemporary contributions of men and women to society, as well as educational processes that reflect the wide variety of roles open to both men and women. The educational program shall be characterized by practices that provide equal opportunity to both sexes.
3. **Ethnocentric:** from the point of view of one's own ethnic group.
4. **Male-centric:** from the male point of view.
5. **Eurocentric:** from the European or Euro-American point of view.
6. **Multicentric:** from several points of view.
7. **School Administration:** techniques and procedures employed in operating an educational organization in accordance with established policies both at the central office and building levels.
8. **Supervision:** that function of control which evaluates current actions and ensures that execution is taking place according to plan and instruction; the only function of control that can lead directly to corrective action while execution is taking place.
9. **Supervision of Instruction:** the processes used to plan, implement and evaluate the body of courses and school activities offered by an educational agency.
10. **Supervision of Personnel:** the process of handling the problems arising from varied relationships of the school staff. Includes hiring, supervising, evaluating and dismissing teachers, administrators and other employees of the educational agency.
11. **Supervision of Students:** the process of handling the problems that arise from varied relationships of school students. Includes recruitment, admissions, discipline, scheduling, student services and graduation.
12. **Supervision of Budget, Physical Plant, Equipment and Supplies:** management of the maintenance and use of buildings and grounds, as well as managing the purchase, maintenance and dissemination of equipment and supplies.

# Rationale and Philosophy

It is important for students to see themselves reflected in their school environment, whether it be in the curriculum, bulletin boards, instructional materials, or in the staff membership. This is important for all students regardless of their sex, race, cultural background or disability. Students who do not see themselves reflected often feel alienated from the educational process and may soon question their own worth.

It is also important that students see the contributions and perspectives of the disabled, other races and cultural groups, and the other sex reflected in the school environment. Students who are not exposed to other groups through direct contact or indirectly through their educational program often develop an inflated sense of self or group superiority (the "we did it all" syndrome). This can lead to patronizing attitudes toward other groups. School environment and programming play an important role in developing healthy intergroup and interpersonal attitudes and relations.

Schools must strive to create a learning atmosphere devoid of sex, race, handicapist and cultural stereotypes, prejudices, discrimination and separatism. Knowledge of the complex causes and consequences of prejudice and discrimination must supplant existing myths and misconceptions. The stability of our nation depends in large measure on the understanding and respect derived from a common educational experience among diverse racial, socio-economic, ethnic and cultural groups, as well as both sexes.

The school administrator, at the central office or building level, is responsible for carrying out school board policies, providing supervisory leadership for the rest of the staff, and making everyday decisions to keep schools running smoothly throughout the year. Although the school board adopts policies and plans on multicultural, nonsexist education, the administrator determines by his or her support and leadership whether those policies and plans are translated into visible, viable programs and curriculum activities in the schools.

Research on change shows that when a leader of a small to medium-sized school pushes for or against an issue of public controversy, his or her actions help to calm the controversy and form the climate of opinion. When the leader doesn't push at all, public controversy continues and little gets done.

Individual schools and their commitment to equity obligations are not exempt from human nature. The administrator's support and actions lessen public controversy over equity obligations and create popular support. A leader's indifference or passivity, however, often prolongs public controversies and allows a fragmented approach to a school's commitment to civil rights obligations. For this reason, the public support of superintendents and building administrators is strategic to successful implementation of multicultural, nonsexist education plans.

School administrators can show leadership and support for multicultural, nonsexist concepts in many areas. Employment and personnel policies, as well as staff handbooks, should reinforce such concepts. Student discipline policies and student handbooks should foster positive intergroup relations and mutual respect among students and staff regardless of their sex, race, national origin or disability. As supervisors of instruction, it is important that administrators ensure that multicultural, nonsexist goals and objectives are included in curriculum guides, and that course outlines include the contributions, perspectives and interests of diverse cultural groups, women and men, and the disabled. As supervisor of facilities and the budget, it is important to ensure that all students have equitable access to school buildings, facilities and monetary resources.

One of the most effective steps administrators can take is to include educational equity concepts in a visible way in program and staff evaluation. This step implies to staff that an important aspect of a quality educational program is the degree to which it reflects cultural diversity and the roles open to men, women and the disabled in today's society.

All school districts are required by law to have a Title IX, Section 504, or multicultural, nonsexist education coordinator to coordinate equity activities in the educational agency. The most effective coordinators are those who have the active encouragement and support of the district administration, and the authority necessary to achieve their goals and to see that the district's multicultural, nonsexist education plan is implemented.

Last, but not least, it is important that administrators work to the maximum degree possible to model multicultural, nonsexist behavior. The old adage, "actions speak louder than words" applies very appropriately. Students and staff are more apt to do as you do, rather than do as you say. All administrators should use culturally sensitive and sex-inclusive language in both oral and written communications. The ability to operate effectively in multicultural, nonsexist environments is no longer just a desirable skill in school administration. It is a necessary one.

# The Legal Authority

## *Iowa Code*
## *(Section 257.25, Paragraph 1)*

The State Board shall promulgate rules to require that a multicultural, nonsexist approach is used by school districts. The educational program shall be taught from a multicultural, nonsexist approach.

## *Iowa School Standards 670--3.5 (257)*

3.5(3) Classroom instruction in each area of instruction shall be from a multicultural, nonsexist approach in each school district, kindergarten through grade twelve.

3.5(5) "BOARD OF DIRECTORS RESPONSIBILITY FOR ASSURING MULTICULTURAL, NONSEXIST APPROACHES TO EDUCATIONAL PROGRAMS. Each board shall develop a written plan of action within one year of the effective date of this rule.* The plan shall include a specific timeline for implementation, not to exceed five (5) years, for achieving and maintaining a multicultural, nonsexist educational program. A copy of the plan shall be filed locally in a readily available form and location, as evidence of compliance with the provision of the law."

3.5(5)c The multicultural, nonsexist educational plan shall include:

(1) Specific goals and objectives with implementation timelines for each component of the educational program;
(2) A description of the inservice activities planned for all staff members on multicultural, nonsexist education;
(3) Evidence of systematic input by men and women, minority groups, and the handicapped in the development and implementation of the plan, and that in schools where no minority students are enrolled, minority group resource persons shall be utilized at least annually;
(4) A description of the periodic, on-going system to monitor and evaluate the plan.

*Effective date of rule: July 16, 1979.

3.5(6) Instructional program for each subject. Classroom instruction in each subject taught in the schools shall be based on careful planning. The board shall require that a resource guide be developed for each instructional sequence reflecting multicultural, nonsexist approaches, and it shall include a statement of its educational purpose; suggested instructional activities, materials, and content; and a description of the performance criteria used in evaluating each pupil's progress during the educational sequence.

The curriculum structure, content, instructional materials, and teaching strategies shall reflect the contributions and perspectives of women and men and diverse racial/ethnic groups. Where sex or cultural racial stereotyping exists in instructional materials, it shall be brought to the attention of the students; and supplementary material shall be used to offset the stereotyping. Multicultural, nonsexist instructional materials shall be adopted at the first opportunity to do so. The curriculum shall include activities which promote an awareness of sexism and cultural, racial bias in the English language.

*IOWA CODE*. 601A.9 UNFAIR OR DISCRIMINATORY PRACTICES--EDUCATION. It shall be an unfair or discriminatory practice for any educational institution to discriminate on the basis of sex in any program or activity. Such discriminatory practices shall include but not be limited to the following practices:

1. On the basis of sex, exclusion of a person or persons from participation in, denial of the benefits of, or subjection to discrimination in any academic, extracurricular research, occupational training, or other program or activity except athletic programs;
2. On the basis of sex, denial of comparable opportunity in intramural and interscholastic athletic programs;
3. On the basis of sex, discrimination among persons in employment and the conditions thereof;

4. On the basis of sex, the application of any rule concerning the actual or potential parental, family or marital status of a person, or the exclusion of any person from any program or activity or employment because of pregnancy or related conditions dependent upon the physician's diagnosis and certification.

For the purpose of this section "educational institution" includes any public preschool, or elementary, secondary, or merged area school or area education agency and their governing boards. Nothing in this section shall be construed to prohibit any educational institution from maintaining separate toilet facilities, locker rooms or living facilities for the different sexes so long as comparable facilities are provided.

*IOWA CODE:* 280.3 DUTIES OF BOARD. The board of directors of each public school district and the authorities in charge of each nonpublic school shall prescribe the minimum educational program for the schools under their jurisdictions. The minimum educational program shall be the curriculum set forth in section 257.25, except as otherwise provided by law. The board of directors of a public school district shall not allow discrimination in any educational program on the basis of race, color, creed, sex, marital status or place of national origin.

*IOWA CODE:* 280.4 MEDIUM OF INSTRUCTION. The medium of instruction in all secular subjects taught in both public and nonpublic schools shall be the English language, except when the use of a foreign language is deemed appropriate in the teaching of any subject or when the student is non-English-speaking, both public and nonpublic schools shall provide special instruction, which shall include but need not be limited to either instruction in the English language or a transitional bilingual program, until the student demonstrates a functional ability to speak, write, read and understand the English language. As used in this section, "non-English-speaking student" means a student whose native language is not English and whose inability or limited ability to speak, write or read English significantly impedes educational progress.

# Goals and Objectives

Multicultural, nonsexist education concepts should be a visible, integral part of the school environment and program. They should be visible in the goals and objectives of administrators as well as all other staff members. The following four goals are suggested as models for the multicultural, nonsexist education program. Each goal is accompanied by a set of objectives specifically pertaining to school administration. Educational equity activities should be integrated into all administrative functions.

## Goal 1:

To help students develop positive and realistic self-concepts regardless of race, sex, cultural background or disability. This self-concept should be based on understanding and valuing their own personal and group identities, as well as a greater awareness of their values and the relationship of those values to everyday decisions and actions.

**Objective A:** Students will see the contributions, perspectives and interests of their heritage reflected in the school curriculum regardless of their race, sex, national origin or disability.

**Objective B:** Students will be part of an educational environment which gives them a feeling of inclusion and belonging regardless of their sex, race, national origin or disability.

**Objective C:** Students will be exposed to role models on the staff whom they can identify with.

**Objective D:** Students will be treated to similar standards of discipline regardless of their sex, race, national origin or disability.

## Goal 2:

To help students understand that both sexes, diverse racial/cultural groups and the disabled have made valuable contributions to the heritage of the United States, and that this diversity enriches and strengthens our country. Inherent in this goal is exposing students to a broad range of career roles and life styles regardless of their sex, race, cultural heritage or disability.

**Objective A:** The students will experience a curriculum and school environment which reflects the valuable and unique contributions of diverse racial/cultural groups, women and men, and the disabled, to Iowa, the United States and the world.

**Objective B:** The students will be exposed to a broad range of career roles and life styles regardless of their sex, race, national origin or disability.

**Objective C:** The students will be exposed to staff role models of diverse racial/cultural backgrounds, of both sexes and the disabled at various levels of employment in the system.

**Objective D:** Racial, sexual, or handicapist harassment will be recognized as factors in student and staff conflicts and considered in final judgements pertaining to discipline.

## Goal 3:

To help students understand that all persons have common needs, feelings, and problems, while at the same time stimulating their respect for the uniqueness of individuals and cultural groups. Inherent in this goal is the awareness that racism, sexism, cultural bias, and bias toward the disabled are social phenomena.

**Objective A:** Students will show sensitivity and respect for members of diverse racial/cultural groups, men and women, and the disabled. Racist, sexist or handicapist language or behavior by students shall be treated as a breach of discipline.

**Objective B:** Staff will show sensitivity and respect for members of diverse racial/cultural groups, women and men, and the disabled. Racist, sexist or handicapist language or behavior by staff members will be reviewed in staff evaluations.

**Objective C:** The school curriculum will expose students to concepts of positive intergroup relations as well as culturally sensitive and sex-inclusive methods of oral and written communication.

**Objective D:** Students will have access to all school programs and activities regardless of their race, national origin, sex or disability.

# Goal 4:

To help students develop positive interpersonal and intergroup communication techniques, as well as a motivation to play an active role in the solution of societal conflicts. Inherent in this goal is understanding that present societal conflicts are a consequence of centuries of cultural and group conditioning, and that improved human relations depend on increased intergroup and interpersonal communication, understanding and cooperation.

**Objective A:** Students will comfortably participate in group activities that build trust and cooperation among diverse groups and between the sexes, and which use positive contributions of all individuals and groups to accomplish common tasks.

**Objective B:** Students will acquire an awareness of their duties, rights, responsibilities and privileges as members of a multicultural, nonsexist society.

**Objective C:** Students will be motivated to become actively involved in discussing and resolving contemporary and future social issues.

**Objective D:** Students will practice and improve their group problem-solving and conflict resolution skills. They shall develop a reliable foundation for making ethical judgements and decisions.

**Objective E:** Staff members will practice and improve their group problem-solving and conflict resolution skills.

**Objective F:** Staff members will comfortably participate in group activities and projects that build trust and cooperation between diverse groups and between the sexes to accomplish common goals and tasks.

# A Self-Evaluation Checklist

School districts in Iowa are currently being asked to review their educational programs to determine the degree to which they are consistent with the basic concepts of multicultural, nonsexist education. This checklist is a general guide to use when looking at the administrator's role in this process.

The answers to some of the questions in Section A may be rather obvious in some school districts. They are asked because the make-up of the instructional staff and the student population has major implications for strategies used in the multicultural, nonsexist education program. Districts that have stereotypical staffing patterns (examples: male administrators, female elementary instructors, all-white staffs, male social studies instructors, etc.) should build objectives for change into employment policies. Scheduling traditions or policies that might reinforce or cause sex-typed class enrollments (80 percent or more of one sex) or minority isolation should be changed.

## A. Administrative Structure

1. Are there diverse role models (male-female, diverse cultures/races, disabled) in administrative positions at both the building and central office levels? At both the elementary and secondary levels? _____Yes _____No
   a. If not, what caused this to happen? Are there long-range strategies in place for changing this pattern? _____Yes _____No
   b. What impact does this have on the strategies that will be used to achieve a multicultural, nonsexist education program?

2. Has the administration developed a written multicultural, nonsexist education plan for the school district? _____Yes _____No
   a. Has the plan been adopted by the school board? _____Yes _____No
   b. Are copies of the plan on file in the district in locations readily available to the public? _____Yes _____No

3. Does the multicultural, nonsexist education plan include the following required components:
   a. specific goals and objectives with implementation timelines for each component of the educational program? _____Yes _____No
   b. a description of MC/NS inservice activities that have been implemented or which are scheduled for the staff before 1985? _____Yes _____No
   c. evidence of systematic input by men and women, minority groups and the handicapped in the development and implementation of the plan? _____Yes _____No
   d. a description of the periodic on-going system to monitor and evaluate the multicultural, nonsexist education program? _____Yes _____No

4. Has a resource guide been developed for each instructional sequence as required by Iowa law? _____Yes _____No

5. Do the curricular resource guides visibly reflect multicultural, nonsexist concepts? _____Yes _____No

Have written criteria for the adoption of textbooks been developed and disseminated to all staff members? _____Yes _____No

Do these textbook adoption criteria include issues related to multicultural, nonsexist education? _____Yes _____No

Does the curriculum include activities that promote an awareness of sexism and cultural/racial bias in the English language? _____Yes _____No

Has the administration assigned a district employee the responsibility of coordinating the implementation of the district's multicultural, nonsexist education plan? _____Yes _____No

Is the district providing either a bilingual or E.S.L. (English as a Second Language) program for students of limited English proficiency? _____Yes _____No

## B. Supervision of Instruction

Is time provided for staff to plan, develop and improve the curriculum? _____Yes _____No

Is there a curriculum structure established that ensures and encourages vertical articulation of the district's total curriculum? (Example: K-12 curriculum committees) _____Yes _____No

Is there a resource guide that includes instructional goals and objectives, a content outline and a list of resources available to teach the content for each major content area in the curriculum? _____Yes _____No

Are goals and objectives related to multicultural, nonsexist education included in the guides for each area? _____Yes _____No

Do content outlines reflect multicultural, nonsexist concerns? _____Yes _____No

Do resource lists for all courses of instruction include resources to aid the instructor in implementing multicultural, nonsexist programs? _____Yes _____No

Do memberships of curriculum committees reflect the diverse cultural/racial groups represented in the student population, as well as a balance of males and females? Is handicapped representation or input sought when possible? _____Yes _____No

Are goals and objectives found in curriculum guides linked to staff and program evaluations in a formal way? _____Yes _____No

Are criteria related to educational equity integrated into program evaluation in a formal, visible way? _____Yes _____No

## C. Supervision of Personnel

1. Do the district's educational equity policies include an officially adopted school board policy of nondiscrimination in employment on the bases of race, national origin, sex or disability? _____Yes _____No

2. Is this policy printed annually in staff handbooks and district employment application forms? _____Yes _____No

3. Does the district have an officially adopted grievance procedure for staff members who feel they have been discriminated against on the bases of sex, race, national origin or disability? _____Yes _____No

4. Does information on the grievance procedure appear in staff handbooks? _____Yes _____No

5. Are staff notified annually of the identity of the Title IX, Section 504 multicultural, nonsexist education coordinator(s) in the district? Is this information included in the staff handbook? _____Yes _____No

6. Is there a long-range affirmative action plan for increasing cultural and sex role diversity in the district? Also for having disabled role model(s) on staff? _____Yes _____No

7. Has there been effective district-wide inservice for all staff members on educational equity issues? _____Yes _____No

8. Do staff evaluation processes and forms include a visible component related to multicultural, nonsexist education? _____Yes _____No

9. Are written communications to staff, including memos and handbooks, written in culturally sensitive and sex inclusive language? _____Yes _____No

10. Are all staff decisions and assignments based on certification for and ability to do the job, not on the sex, race, national origin or disability of the staff members involved? _____Yes _____No

11. Within those parameters, are affirmative efforts made to provide diverse staff role models for students? _____Yes _____No

## D. Supervision of Students

1. Do the district's educational equity policies include an official board-adopted policy statement on nondiscrimination in the educational program and in the treatment of students on the bases of disability, race, sex or national origin? _____Yes _____No

Is this policy printed annually in student handbooks and newsletters that go out to parents? _____Yes _____No

Does the district have an official board-adopted grievance procedure to allow students or parents who feel a student has been discriminated against on the bases of race, sex, national origin or disability, to have the grievance officially heard and, if valid, resolved? _____Yes _____No

Is information on this grievance procedure printed annually in student handbooks and newsletters that go out to parents? _____Yes _____No

Are students and parents notified annually of the identity and phone number of the district's Title IX Section 504 multicultural, nonsexist education coordinator(s)? Is this information included in student handbooks and newsletters to parents? _____Yes _____No

Are communications to students, including memos, notes or handbooks, written in culturally sensitive and sex-inclusive language? _____Yes _____No

Do academic and activity policies and practices encourage and promote integration among students on the bases of sex, race, national origin and disability in all areas? _____Yes _____No

Do student handbooks and/or formal discipline policies promote positive respect for the other sex, for diverse races/cultures and the disabled in a visible way and punish racist, sexist or handicapist behavior? _____Yes _____No

Is the district's multicultural, nonsexist education plan and the rationale behind it explained to students during student orientation? _____Yes _____No

Are efforts taken to include diverse cultural/racial groups, girls and boys, and the disabled in assignments to committees as well as tasks or duties around the school? _____Yes _____No

Are communications to students' homes where a language other than English is spoken sent out in bilingual form? _____Yes _____No

## E. Supervision of Budget, Physical Plant Equipment and Supplies

Is there a line item(s) for educational equity concerns (sex, race, national origin and disability) in the local school budget? _____Yes _____No

Is money and equipment allocated to buildings in the district in a way which allows equitable program standards and services in all buildings regardless of housing patterns, population patterns or socio-economics conditions? _____Yes _____No

3. Are capital expenditures on new plant facilities or remodeling done in a way that obvious physical plant inequities do not emerge between areas of the district over a long period? _____Yes _____No

4. Are supplies allocated to buildings to allow equitable program services in all buildings regardless of housing patterns, population patterns or socio-economic conditions? _____Yes _____No

5. Do male and female students, students from diverse cultural/racial groups, and disabled students have access to equipment which may be specialized and require high capital expenditures? (Examples: weight equipment and machines, locker room facilities, microcomputers, shop equipment, ovens, musical instruments, office machines, etc.) _____Yes _____No

6. Do all students, regardless of sex, race, national origin or disability, have access to buses and transportation services in an equitable way for basic program or extracurricular purposes? _____Yes _____No

7. Do all students, regardless of race, national origin, sex or disability, have equal access to scholarship money, awards, etc? _____Yes _____No

## F. Administrative Role Modeling

1. Have administrators worked to become well informed on the broad concepts of educational equity and multicultural, nonsexist education, including legal, historical and sociological developments? _____Yes _____No

2. Do administrators stress in staff meetings and other oral communications to staff, students, and parents that multicultural, sex-fair concepts are an integral part of a quality education program? _____Yes _____No

3. Do administrators informally encourage teachers and other administrators to implement multicultural and sex-fair curriculum efforts? _____Yes _____No

4. Do administrators encourage appropriate representatives of their staffs to attend conferences and workshops on educational equity issues or multicultural, nonsexist education? _____Yes _____No

5. Do administrators provide school board members and community organizations with orientation and information on the district's multicultural, nonsexist education plan? _____Yes _____No

6. Have administrators communicated with the library/media staff about acquiring multicultural, nonsexist resource materials for teachers and students? _____Yes _____No

7. Do administrators give recognition to staff members who have taken affirmative steps to implement multicultural, nonsexist concepts in their buildings or classrooms? _____Yes _____No

8. Do administrators provide opportunities for staff and teachers to share successes and difficulties in implementing a multicultural, sex-fair curriculum and program? _____Yes _____No

9. Do administrators consciously avoid implying that multicultural, sex-fair education is a concept being implemented for minority groups, women and the disabled, rather than a basic component of a quality education program? _____Yes _____No

10. Do administrators work to resolve conflicts among the staff who disagree on concepts and procedures related to multicultural, nonsexist education? _____Yes _____No

11. Do administrators see to it that hallways, walls, libraries and other common parts of the buildings are decorated in a way that reflects the multicultural nature of America and the roles open to both women and men in our society? _____Yes _____No

12. Do administrators reflect multicultural, nonsexist values through the photographs, materials, and other visible items that decorate their offices? _____Yes _____No

13. Do administrators raise the issue of educational equity periodically in staff meetings? _____Yes _____No

14. Do administrators provide assistance to staff members who have difficulty accepting or implementing multicultural, sex-fair concepts in their program? _____Yes _____No

15. Do administrators encourage staff members and teachers to use resource persons of diverse cultural/racial backgrounds, persons in nontraditional sex roles and disabled persons in the classroom, school assemblies and staff inservice sessions? _____Yes _____No

16. Do administrators present positive role models for staff members and students preparing for work and life in a multicultural, nonsexist society? _____Yes _____No

17. Have administrators developed an on-going monitoring system to ensure the district meets the goals set in its multicultural, nonsexist education plan? _____Ye _____No

# Bibliography of Resource Materials

The following materials are recommended resources for school administrators striving to implement multicultural, nonsexist education plans. It is a selective listing rather than a comprehensive one, and should provide a nucleus for a resource center that will grow in the future.

American Association of School Administrators. *Climbing the Career Ladder: A Research Study of Women in School Administration.* 1801 North Moore Street, Arlington, Virginia 22209. (703/528-0700). 1982. Price $10.00.
This study reports on 106 women, 75 of whom participated in career training provided by A.A.S.A. through a grant from the Ford Foundation. It identifies personal and external barriers to career advancement and explores ways to overcome them.

American Association of School Administrators. *Global Education: A Personal Experience.* 1801 North Moore Street, Arlington, Virginia 22209. (703/528-0700). 1982. Price $89.95. Catalog No. 021-00862.
A.A.S.A. has developed this kit to enable school administrators to develop a global perspective within the existing curriculum. The kit includes a 10-minute slide/sound production to create an awareness of opportunities to broaden students' attitudes, decision-making skills and knowledge of the interdependance of all people of the world.

American Association of School Administrators. *Recent Trends in the Representation of Women and Minorities in School Administration and Problems in Documentation.* 1801 North Moore Street, Arlington, Virginia 22209. (703/528-0700). 1982. Price $5.00.
A.A.S.A's latest study on women and ethnic representation shows the statistical patterns of past years and defines future requirements for mapping trends reliably and accurately. Data is included for all 50 states and relates to a variety of positions in school administration.

American Association of School Administrators. *Sex Equality in Educational Administration.* 1801 North Moore Street, Arlington, Virginia 22209. (703/528-0700). 1982. Price $1.00. Catalog No. 021-00440.
This handbook discusses the sex stereotyping and discrimination that most frequently occurs at the administrative level.

American Association of School Administrators. *Sex Equality in Educational Materials.* 1801 North Moore Street, Arlington, Virginia 22209. (703/528-0700). 1982. Price $1.00. Catalog No. 021-00432.
This report is specifically concerned with sex stereotyping in textbooks. It discusses how to recognize it, reviews examples from different subject areas and makes suggestions for eliminating it.

American Association of School Administrators. *Toward an Equitable Representation of Minorities in School Administration.* 1801 North Moore Street, Arlington, Virginia 22209. (703/528-0700). 1982. Price $5.00.
A fact sheet on minority representation in school administration in the United States, including a statistical summary, a historical perspective and an analysis of major trends.

Association of School Administrators in Arlington, Virginia. *Survey: Attitudes Toward Women as School Administrators.* Women's Educational Equity Act Publishing Center, Education Development Center, Inc., 55 Chapel Street, Newton, Massachussetts 02160. (800/225-3088). 1981. Price $2.75.
This survey is a comprehensive study which investigates the attitudes of persons responsible for hiring school district administrators. School district administrators, aspiring administrators and students will find this research valuable and useful when examining the effects of these attitudes on hiring policies. Data provided in this well-organized study will help

educational administrators evaluate personnel practices and develop equity programs.

Banks, James A. *Teaching Strategies for Ethnic Studies.* Allyn & Bacon, Inc., College Division, Link Drive, Rockleigh, New Jersey 07647. (800/526-4799). 1983. 3rd Edition. Price $10.95.
This book is designed to help teachers attain the content, strategies, concepts and resources needed to develop a multicultural educational program. The book is made up of three parts: i. A rational for multicultural education. ii. Components on major American ethnic groups. iii. Strategies for integrating these concepts into the basic curriculum. It is a good resource for school administrators who want to improve their ethnic literacy.

Boyer, James B. and Boyer, Joe L. *Curriculum and Instruction After Desegregation.* AG Press, 16th and Yuma, Box 1009, Manhattan, Kansas 66502. (913/539-7558). 1975. Price $5.00.
This book provides strategies and ideas for administrators, supervisors and curriculum coordinators who are integrating multicultural concepts into the school curriculum.

Cedar Rapids, Iowa School District. *A Guide to Developing Educational Leadership Potential.* Women's Educational Equity Act Publishing Center, Education Development Center, Inc., 55 Chapel Street, Newton, Massachussetts 02160. (800/225-3088). Price $2.50.
School administrators wishing to develop sex-fair hiring practices and individuals seeking professional advancement will be interested in this management skills program. The guide offers methods for encouraging women and minority group members to pursue leadership roles.

Council of Chief State School Officers. *Facing the Future: Education and Equity for Males and Females.* 379 Hall of the States, 400 North Capitol Street N.W., Washington, DC 20001. (202/624-7757). 1981. Price $1.25.
This publication was developed in conjunction with a series of regional seminars for educational policy makers. It provides statistics on men and women, their contemporary status in the family, and the world of work and the schools of America. It concludes by making recommendations to educational leaders for promoting sex equity in education.

Council of Chief State School Officers. *Policies for the Future: State Policies, Regulations, and Resources Related to the Achievement of Educational Equity for Males and Females.* Resource Center on Sex Equity. 379 Hall of the States, 400 North Capitol Street N.W., Washington, DC 20001. (202/624-7757). 1982. Price $10.25.
The shifting federal role in education places increased emphasis on policies and programs at the state level. This publication is designed to aid educational leaders and policy makers as they identify critical societal patterns and delineate future goals and priorities for the schools in their state.

Council on Interracial Books for Children. *Guidelines for Selecting Bias-Free Textbooks and Storybooks.* 1841 Broadway, New York, New York 10023. (212/757-5339). 1979. Price $6.95.
This resource provides a guide for selecting instructional materials. It contains components in all the major curriculum areas.

Guerrier, Charles E. *Title IX and the Achievement of Equal Educational Opportunity: A Legal Handbook.* Resource Center on Sex Equity. Council of Chief State School Officers, 379 Hall of the States, 400 North Capitol Street N.W., Washington, DC 20001. (202/624-7757). 1981. Price $10.25.
This handbook is designed to provide an introduction to major issues, controversies and case law related to Title IX of the Education Amendments of 1972. It is intended for use by education administrators, technical assistance personnel and school attorneys.

Henderson, George. *To Live In Freedom: Human Relations Today and Tomorrow.* University of Oklahoma Press, 10005 Asp Avenue, Norman, Oklahoma 73019. (405/325-5111). 1972. Price $8.95.
This interdisciplinary view of American society will be of interest to all educators interested in improving human relations in their districts and buildings. It is of special interest to administrators responsible for training and supervising others.

Howe, Clifford E. *Administration of Special Education.* Love Publishing Company, Box 9, Prospect Hill, North Carolina 27314. (502/245-0696). 1981. Price $12.95.
This book discusses issues related to organizing, financing and evaluating programs for disabled students, with emphasis on the least restrictive environment philosophy. It also emphasizes the principal's role in managing special education programs.

Institute for Women's Concerns in Arlington, Virginia. *Sex Discrimination in Schools: Evaluating Employment Practices.* Women's Educational Equity Act Publishing Center, Education Development Center, Inc., 55 Chapel Street, Newton, Massachussetts 02160. (800/225-3088). 1978. Price $3.75.
This manual is designed for persons who wish to examine the employment practices of their local school district to determine if, and to what degree, it discriminates on the basis of sex.

International Association of Business Communicators. *Without Bias: A Guidebook for Nondiscriminatory Communication.* 870 Market Street, Suite 928, San Francisco, California 94102. (415/433-3400). 1977. Price $4.00.
This guidebook helps persons in business and other organizations avoid stereotypes and bias in their written or oral communications. It includes information on cultural/racial bias, sex bias and bias against the disabled in communications. It can be a valuable guide for school administrators in communicating with their staff, students or parents.

Iowa Department of Public Instruction. *Educating Iowa's Limited English-Speaking Students.* Alternative Programs Section, Grimes State Office Bldg., Des Moines, Iowa 50319. (515/281-3264). 1979. Price - free.
This guide gives Iowa educators an understanding of the unique needs of limited English-speaking students, and gives guidelines for providing these students with equal access to a quality education. It is addressed primarily to school administrators for they have the responsibility of assessing educational needs and initiating instructional programs. The guide assists in establishing an educational program that meets the needs of limited-English speaking students.

Iowa Department of Public Instruction. *Federal and Iowa Civil Rights Laws Pertaining to Education.* Educational Equity Section, Grimes State Office Bldg., Des Moines, Iowa 50319. (515/281-5502). Price - free.
It is hard for administrators to know if their district is in compliance with state and federal requirements if they do not know what the laws say.
Title VI of the 1964 Civil Rights Act
Title IX of the 1972 Education Amendments
Section 504 of the Vocational Rehabilitation Act of 1973
The Vocational Education Amendments of 1976
Iowa Legislation and Rules on Multicultural Nonsexist Education
Iowa Legislation and Rules pertaining to Limited English Proficiency Students
Iowa Sex Equity Legislation
Human Relations Requirement For Teacher Certification

Iowa Department of Public Instruction. *Model Board Policies and Grievance Procedures Designed to Meet the Requirements of Federal and State Civil Rights Legislation.* Educational Equity Section, Grimes State Office Bldg., Des Moines, Iowa 50319. (515/281-5502). Price - free.
If you are unsure whether your present board policy statement or grievance procedures are designed to meet all civil rights legal requirements, you may use these models as a point of reference.

Iowa Department of Public Instruction. *Multicultural, Nonsexist Education Pamphlet Series.* Educational Equity Section, Grimes State Office Bldg., Des Moines, Iowa 50319. (515/281-5502). Price - limited number available free. Also available in the E.R.I.C. system.

This series includes pamphlets in the following areas: social studies, language arts, mathematics and science, home economics and industrial arts, fine arts, physical education, library/media management, guidance and counseling, and school administration.

Iowa Department of Public Instruction. *Services to Indo-Chinese Refugees in Iowa.* Alternative Programs Section, Grimes State Office Bldg., Des Moines, Iowa 50319. (515/281-3264). Price - limited number free.

This publication gives local school district personnel information on services available in Iowa for assisting in the education of Indo-Chinese refugee students.

*Iowa Law Review.* "Special Education: The Struggle for Equal Educational Opportunity in Iowa." University of Iowa, College of Law, Iowa City, Iowa 52242. 1977. Volume 62/No. 5. Price $2.50.

This article traces the development of education for disabled students in the United States and Iowa. It summarizes court decisions both state and national. It also talks about systems for financing and delivering special education programs in Iowa.

Montana School Boards Association. *Hiring Procedures.* Women's Educational Equity Act Publishing Center, Education Development Center, Inc., 55 Chapel Street, Newton, Massachussetts 02160. (800/225-3088). 1983. Price $5.25.

A concise manual to guide school board members in developing fair and consistent hiring practices. It covers the gamut of employment concerns, including laws and regulations, affirmative action plans, guidelines for eliminating discriminating practices, and appropriate ways to respond to charges of discrimination. Sample procedures and forms are included and have been developed for use in the process of achieving a fair and efficient system for selection.

Moore, Robert B. *Racism in the English Language.* The Racism and Sexism Resource Center For Educators, Council on Interracial Books For Children, 1841 Broadway, New York, New York 10023. (212/757-5339). 1976. Price $2.00.

This booklet examines some of the common ways cultural/racial bias is reflected in language. It is a good resource for the school administrator who wants to communicate effectively in a multicultural environment or provide a positive role model.

National Advisory Council For Bilingual Education. *The Prospects for Bilingual Education in the Nation.* The National Clearinghouse on Bilingual Education, 1555 Wilson Blvd., Suite 605, Rosslyn, Virginia 22209. (800/336-4560). 1981. Price - limited number free.

This report includes a comprehensive study of bilingual education programs as well as comprehensive review of the treatment of limited English-speaking students in the United States. It makes a rationale for multiple language education policy and provides insights into the criteria necessary in developing successful bilingual education programs in the future.

National Association for Foreign Student Affairs. *The Foreign Student in Elementary and Secondary Schools: A Guide for Administrators and Pupil Services Personnel.* 1860 19th Street N.W., Washington, DC 20009. (202/462-4811). 1980. Price $2.50.

This publication provides guidance and information to school administrators called on to deal with students from abroad.

Project on Equal Education Rights. *Cracking the Glass Slippers: A Title IX Primer.* 1413 K Street N.W., Washington, DC 20005. (202/332-7337). 1977. Price $7.50.

This primer presents a concise summary of Title IX of the 1972 Education Amendments. It also provides interpretations and implications of each section of the law.

Steinfield, Melvin. *Cracks in the Melting Pot: Racism and Discrimination in American History.* Macmillan Publishing Co., Front and Brown Streets, Riverside, New Jersey 08370. (SAN/202-5582). 1973. Price $10.95.

This book documents the history of racism in America. It is extremely relevant to understanding how broad-based and deep-seated the problem of racism in America has become. The book deserves to be read and thought about by all who wish to comprehend the nature of our most pressing challenge in the field of human relations. It also provides a forum for local school administrators to advocate the need for multicultural education.

Stoddard, Cynthia. *Sex Discrimination in Educational Employment.* Learning Publications, Inc., 3220 West Michigan Avenue, Kalamazoo, Michigan 49007. (616/372-1042). 1981.

This book informs employers, their employees charged with equal employment responsibilities, and other employees within the field of education, of the laws, procedures, remedies and issues relating to conditions of employment.

Turnbull, Rutherford H. and Turnbull, Ann. *Free Appropriate Public Education: Law and Implementation.* Love Publishing Company, Box 9, Prospect Hill, North Carolina 27314. (502/245-0696).

This book begins by describing the American legal system as it affects the educational rights of disabled children. It describes the major underpinnings of the current legal status of the disabled child's right to an education: the exclusionary and discriminatory practices followed by schools in the past, the reasons used to justify those practices, and the characteristics of court decisions and federal and state legislation that attempt to correct those practices.

United States Department of Education. *Section 504 Self-Evaluation Guide.* Regional Technical Assistance Staff, Office of Civil Rights, 324 East 11th Street, 24th Floor, Kansas City, Missouri 64106. (816/374-7264). Price - free.

This guide assists local school administrators in evaluating the degree to which their agency complies with Section 504 of the 1973 Vocational Rehabilitation Act which protects disabled persons from illegal discrimination in educational programs and employment.

University Council For Educational Administration. *Responses to Discriminatory Behavior.* Women's Educational Equity Act Publishing Center, Inc., 55 Chapel Street, Newton, Massachussetts 02160. (800/225-3088). 1982. Price $3.25.

Discriminatory practices faced by women in higher education are examined in this thought-provoking 10-minute filmstrip. Both blatant and subtle forms of sexism are illustrated in a small-group setting. Three possible resolution techniques are offered. Educators will find the filmstrip an excellent catalyst for stimulating discussions on combatting the real problems of discrimination.

Weinberg, Meyer. *The Education of Poor and Minority Children: A World Bibliography.* Greenwood Press, 88 Post Road West, P.O. Box 5007, Westport, Connecticut 06881. (203/226-3571). 1981. Price - Volumes 1 and 2, $95.00.

These books make up a comprehensive bibliography on writings and research about the education of minority children. It covers specific areas such as the school administrator, tests and measurement, bilingual education, American Indian children by tribal group, etc. It would make a valuable addition to the library of an urban school administrator or the school administrator who supervises the education of poor and minority children.

# Resource Organizations

The agencies and persons listed below are just a few of those which may provide assistance, ideas, information or resources to school administrators striving to implement multicultural, nonsexist education programs.

**Educational Equity Section, Iowa Department of Public Instruction.** Grimes State Office Bldg., Des Moines, Iowa 50319. (515/281-5502).
The Educational Equity Section is funded to provide assistance to Iowa educational agencies in the areas of: sex and race desegregation, multicultural nonsexist curriculum, human relations, and bilingual education.

**Regional Consultants, Field Services and Supervision Division.** Iowa Department of Public Instruction, Grimes State Office Bldg., Des Moines, Iowa 50319. (515/281-3061).
The regional consultants work with local superintendents to ensure that all Iowa school districts meet state minimum school standards. The multicultural, nonsexist education requirement is part of those minimum school standards. The regional consultant in your area can give you assistance in ensuring that your plan includes the necessary components.

**The Midwest Race and Sex Desegregation Assistance Center.** 1627 Anderson Avenue, Box 3000, Manhattan, Kansas 66506. (913/532-6408).
The Midwest Center is a federal agency that provides technical assistance to school districts in Iowa, Nebraska, Kansas and Missouri in the areas of sex and race desegregation, multicultural nonsexist curriculum and human relations.

**Racism and Sexism Resource Center For Educators.** Council on Interracial Books for Children, CIBC Resource Center, Room 300, 1841 Broadway, New York, New York 10023. (212/757-5339).
The resource center publishes and distributes teaching and administrative materials to combat sex role, handicapist and cultural stereotyping in education. A catalog of resource materials is available upon request.

**The Dissemination Center for the Women's Educational Equity Act Program.** c/o Education Development Center, 55 Chapel Street, Newton, Massachussetts 02160. (800/225-3088).
The Women's Educational Equity Act (WEEA) was passed by Congress in 1974 to promote sex equity in education. Funds were made available for development of inservice training programs, curriculum evaluation instruments, sex-fair curriculum materials and women's studies units. The center is responsible for disseminating the educational products of the WEEA program. Call for information about nonsexist arts education materials.

**Iowa Area Education Agencies.** Multicultural, Nonsexist Education Coordinators.
The Area Education Agencies have begun to build a capacity for providing assistance to school districts as they work toward educational equity goals. Each agency has a consultant responsible for multicultural, nonsexist education. You are encouraged to contact your area agency coordinator.

**The Midwest National Origin Desegregation Assistance Center.** School of Education, University of Wisconsin-Milwaukee, 453 Enderis Hall, P.O. Box 413, Milwaukee, Wisconsin 53201. (414/963-5663).
This center is one of nine "Lau" centers in the United States funded by the U.S. Office of Education under Title IV of the Civil Rights Act of 1964. The center assists school districts in providing whatever special services are necessary to ensure that a student whose dominant language is not English is not

limited in participation in educational activities by a lack of English proficiency. The center serves 10 midwest states including Iowa.

**Council for Exceptional Children.** 1920 Association Drive, Reston, Virginia 22091. (703/620-3660).
The council is an excellent resource agency for educators who want to increase staff and student awareness about disabled persons.

**The Center For Educational Experimental Development and Evaluation.** 218 Lindquist Center, University of Iowa, Iowa City, Iowa 52242. (319/353-4220).
This center was funded to develop materials to assist in the education of limited-English speaking students. Educational materials are available in Spanish, Laotion, Vietnamese, Cambodian and English languages.

**American Association of School Administrators.** 1801 North Moore Street, Arlington, Virginia 22209. (703/528-0700).
The association develops many materials of interest for school administrators. In recent years, they have become more involved in issues related to minorities, women, and the disabled in school administration in educational programs.

**Bilingual Education Consultant, Alternate Programs Section, Curriculum Division.** Iowa Department of Public Instruction, Grimes State Office Bldg., Des Moines, Iowa 50319. (515/281-3264).
The bilingual education consultant provides technical assistance to school districts who are working with limited-English speaking children.

**Human Relations Staffs in Education Departments of Iowa's Colleges and Universities.**
Each college and university in Iowa that prepares teachers for the classroom is required to have a human relations program. These programs deal with issues related to sexism, racism, ethnocentrism, and handicapism, and they may be able to provide services to school districts on educational equity issues.

**The Iowa Refugee Service Center.** 4626 S.W. 9th Street, Des Moines, Iowa. (515/281-4334).
The Refugee Service Center assists Indo-Chinese refugees in making successful transitions to life in Iowa. The center provides support services including interpretors and workshops on the Indo-Chinese cultures represented among the refugees. These services may prove valuable to the school district with Indo-Chinese refugee students enrolled.